

ROYAL TOWN PLANNING INSTITUTE

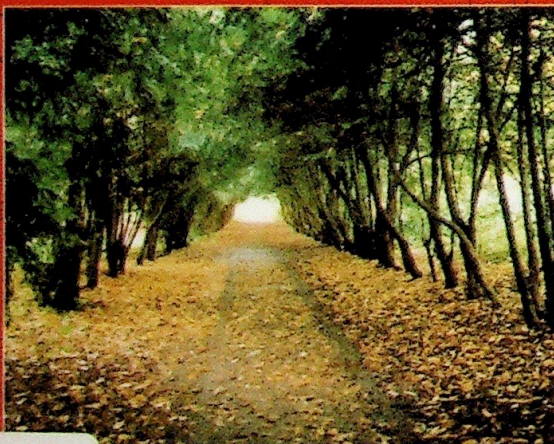
NATIONAL ASSOCIATION FOR ENVIRONMENTAL EDUCATION (UK)



**The Local
Environment
in the School
Curriculum
Using Planning
Issues**



**A Guide for
Teachers and
Planners**



Production by HRH The Prince of Wales Patron of RTPI and David Bellamy President of NAEF



NATIONAL ASSOCIATION FOR ENVIRONMENTAL EDUCATION (UK)



The NAEE (UK) is a charity which exists to promote environmental education in schools and colleges in the UK, and support students, teachers and lecturers. The journal "Environmental Education" comes out every term and is sent free to members. A publication list and details of membership can be obtained by writing to NAEE, University of Wolverhampton, Walsall Campus, Gorway Road, Walsall, West Midlands WS1 3BD. Tel/Fax: 01922 31200

ROYAL TOWN PLANNING INSTITUTE



The RTPI represents town & country planners practising in both the public & private sectors. Its objective is to promote the art and science of town planning. Part of that objective is to encourage greater awareness and understanding of planning in the public.

RTPI, 26 Portland Place, London W1N 4BE. Tel. 0171 636 9107.

This publication was produced by the West Midlands Branch RTPI which covers the counties of Shropshire, Staffordshire, Warwickshire, Hereford and Worcester and all of the Metropolitan West Midlands area. The Chairman of the Environmental Education Group is Peter Wright. Tel. 0121 235 3453.

Further copies can be obtained from NAEE at £3.50 each.

333.707/202
HU 06746012



THE LOCAL ENVIRONMENT IN THE SCHOOL CURRICULUM

The University of Huddersfield
Holly Bank Library
Holly Bank Road, Lindley
Huddersfield HD3 3BP

Telephone: (0484) 478257

Class no: 333.707/LOC

Filing suffix: LOCAL

This book is to be returned on or
before the last date stamped below

23 JUN 1998

WITHDRAWN

PRODUCED BY

ROYAL TOWN PLANNING INSTITUTE

AND

NATIONAL ASSOCIATION FOR ENVIRONMENTAL EDUCATION

WITH SPONSORSHIP FROM SAINSBURY'S

University Library (HOLLY BANK)
University of Huddersfield
Holly Bank Road
HUDDERSFIELD HD3 3BP
Tel: 0484 422288 Ext: 8257



ST. JAMES'S PALACE

It is now vital that the education of our young people includes a concern for the environment. Many of the activities which threaten our local and global environment are as a result of insensitivity and ignorance about how the world in which we live works. Environmentally-friendly ways of approaching employment creation, the transport of goods and people and the design of our towns and cities must be found if we are to create sustainable patterns of development.

I am very pleased to give my support to a publication which is designed to promote these important aims by helping young people to understand, and become involved in, the shaping of their own environment. Through this welcome collaboration of teachers and town planners, I hope that future generations will have a greater awareness of how to create, and care for, safer, more attractive and more sustainable places in which we live.

Charles

FOREWORD

Town and Country planners have for many years encouraged the involvement of young people in planning issues. This has been achieved by developing a role in environmental education, responding to requests for information and working with teachers and advisers.

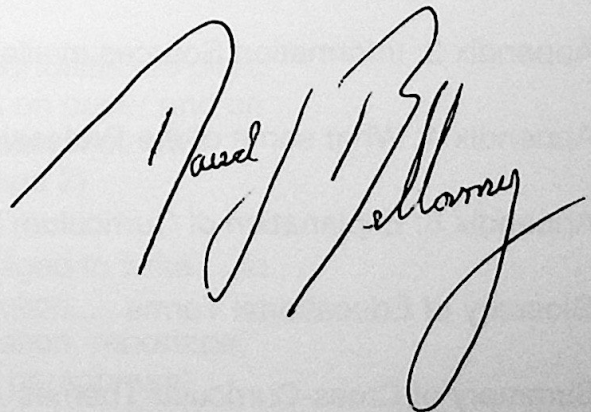
Planning Departments in local authorities realise that the enquiries they receive depend upon the enthusiasm and interest of teachers and schools, although the level of awareness of planning and its role is very variable. This has meant that while planners cannot predict the type or nature of requests, the teacher or student is often unable to make best use of what the planner can offer. Furthermore there are a rising number of education requests and this will have significant resource and time implications for planners. This is especially true if the quality of their response is to be maintained at a time of increasing resource restraints.

The planning profession therefore wishes to meet the challenges of the new school curriculum in a positive manner. This book is a result of cooperation between practising teachers and planners in the West Midlands. The aim is to provide a guide for teachers and planners working with pupils in schools. It seeks to encourage awareness of, and involvement in, the environment.

The preparation of this material has required both professions to explain to each other the evolution and nature of their working practices. Efforts have been concentrated on the inquiry processes common to both professions using a format suitable to both planners and teachers. Issues have been chosen which are of particular relevance to pupils.

Pupils and teachers should be able to contribute to the planning process by providing information they have collected, by commenting on development proposals or participating in decision-making. For planners the quality of public participation may be improved. In the longer term the public will have a greater appreciation of the complexity of the planning process and a better understanding of all aspects of the decision-making process which brings about environmental change.

It is my hope that through working with this book, there will be significant benefits to teachers, to planners, the environment and not least to the citizens of tomorrow.

A handwritten signature in black ink, appearing to read 'Paul Bellamy', written in a cursive style.

CONTENTS

Preface	Page 2
Foreword	3
Aims and Objectives	5
Planning Issues and the National Curriculum	5
Six Steps to take when using Planning Issues	7
1. Selecting the Planning Issue	8
2. What makes an Issue?	8
3. Key Questions to ask	10
4. Identifying Possible Learning Strategies or Activities	11
5. What Resources are likely to be available and required?..	15
6. Who are the most relevant Professionals to contact?	15
Worked Example - Development of a New Crisp Factory	16
Planning Issue Examples - Hot Food Take-Away Shop	24
- Historic Conservation Area	25
- Creation of Small Open Space	26
Appendix 1: The Planning Process	27
Appendix 2: Glossary of Planning Terms	30
Appendix 3: Information Sources available Planning Departments ...	36
Appendix 4: What some of the Professions do	43
Appendix 5: Explanation of Curriculum Documentation	44
Glossary of Educational Terms	46
Summary of Cross-Curricular Themes	48

AIMS AND OBJECTIVES

The aim of this publication is to provide a guide for teachers and planners working with pupils in schools.

The objectives are:-

- * to deliver part of the content and some of the targets of the National Curriculum
- * to encourage awareness of planning issues in the local environment
- * to encourage the involvement of schools in planning issues
- * to provide a tool to be used in curriculum planning
- * to provide information and ideas which can be used to suit the particular needs of the individual teacher and school

PLANNING ISSUES AND THE NATIONAL CURRICULUM

In a general way the study of planning issues will afford an opportunity to meet some of the requirements of the national curriculum.

ENGLISH

"Pupils should be taught to organise and present their writing in different ways, helpful to the purpose, task and reader ... The range should include a variety of ...records eg observations ..." (Key Stage 1)

"Pupils should be given opportunities to plan, draft and improve their work on paper and on screen, to discuss and evaluate their own and others' writing" (Key Stage 2)

"Pupils should ... be encouraged to write ... to inform others through instruction, explanation, argument, narration, reportage, description, persuasion and paraphrase" (Key Stage 3 & 4)

MATHEMATICS

"Pupils should be given opportunities to use and apply mathematics in practical tasks, in real-life problems and within mathematics itself"

SCIENCE

the sections on Experimental and Investigative Science are full of directives applicable to our area of study. Just one

example is that pupils should be taught "to record evidence clearly and appropriately as they carry out the work" (Key Stages 3 & 4). Any work on planning issues can be the vehicle for such generalisations.

GEOGRAPHY

In investigating the characteristics of settlements and the impact of change, pupils should be taught ... about types and patterns of urban land use, how conflicts can arise of the use of land, and how they can be addresses" (Key Stage 3 'Settlement)

"They (pupils) express their views on features of the environment of a locality that they find attractive or unattractive" (Attainment target level 1)

"They offer explanations for ways in which human activities affect the environment and recognise that people attempt to manage and improve environments" (Attainment target level 5)

"Pupils recognise the causes and consequences of environmental issues and show understanding of different approaches to tackling them" (Attainment target level 6)

HISTORY

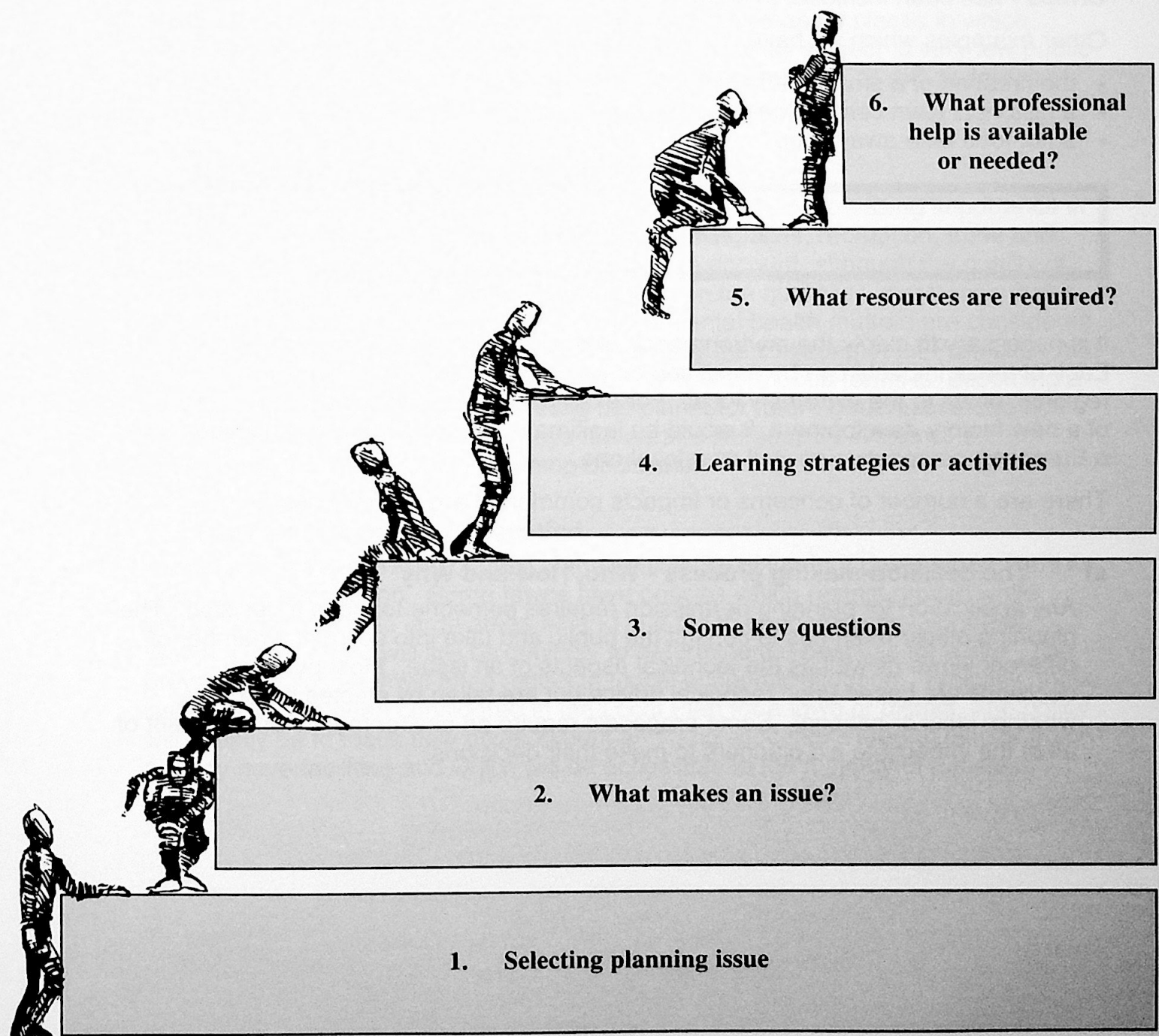
arts and architecture feature in most of the study units of Key Stages 3 & 4. For example at Key Stage 3 study unit 3 'Britain 1750 - circa 1900 one of the alternatives for an in depth study is "the impact of the period on the development of the arts and architecture"

DESIGN & TECHNOLOGY

They illustrate alternatives using sketches and models and make choices between them, showing an awareness of constraints"
(Attainment target 1 Designing level 4)

This book seeks to guide teachers or competent pupils through the fog of learning on how to use planning issues in their work in the environment. In doing so planners hope this will be beneficial to the teacher and also make better use of the time available to planners to become involved in environmental education.

SIX STEPS TO TAKE WHEN USING PLANNING ISSUES



1. Selecting the Planning Issue

There are many issues that can be used by a teacher to deliver both environmental education and the objectives of the National Curriculum. Ideally, they should be relevant to the school, have readily available information and be of some long term interest. Planning issues will often be new development proposals, but can also encompass conservation or improvement schemes. It is worth contacting the local planning office for suggestions or to try out ideas.

A fully-worked example - **The Siting of a New Factory to Manufacture Potato Crisps** - has been included, to show how this book can be of help.

Other examples which we have included are:

- the creation of a small open space
- a historical town centre Conservation Area
- a hot food take-away shop

2. What makes an Issue?

It is necessary to clarify the environmental and other impacts of the planning issue. Each of these impacts can be assessed on a number of scales: international, national, regional, down to the extremely local. For example, if one is considering the location of a new factory development, it would be legitimate to consider the best location from a European perspective as well as a local one.

There are a number of concerns or impacts common to any planning issue:

a) **The decision-making process - Who, How and Why**

Any application for planning permission requires someone to make a decision. The planning officer often has to consult the public and take into account a number of different views as well as the technical aspects of an issue. Most planning decisions are based upon technical advice but are taken by elected politicians, whether local or national. Some proposals require an environmental assessment of all of the impacts to aid planners to make their decisions.

b) Traffic

The movement of goods, people or services is a key question in appraising any land use change. Roads, rail, airports, telecommunications are all relevant. Increases in the numbers of cars and HGVs on local roads, air traffic over populated areas, the provision of a new rail freight terminal and the implications for pedestrians and cyclists are some of the key traffic impacts. Much more emphasis is now given on locating development only in places which reduce the need to travel and so also reduce the consumption of energy and pollution from traffic. Local decisions on the location of developments directly influences global warming and climate change.

c) Built Environment

How a building looks and how it fits into the existing town or landscape are critical factors in assessing the impact of any development. Once built, we have to live with any development for many years. The quality of the built environment is crucial to ensuring that our towns and cities become pleasant places in which people will want to live. Paradoxically, design is currently subject to very few public controls, except in special cases such as Conservation Areas or with buildings of historical and architectural merit.

d) Natural Environment and Pollution

Conserving the "natural" aspects of our environment is of increasing importance in making decisions about land uses. Wildlife, open spaces, recreation, trees and hedgerows, valued landscapes are all taken into account, although the quality of decision making, as in all cases, does depend on the quality of information that is available. Pollution control and other environmental health matters are considered in association with related legislation, particularly the Environmental Protection Act. Ensuring that development is "sustainable" in environmental terms is becoming a priority in land use planning; protecting the planet for future generations and not allowing development which destroys the earth's life-support systems, is increasingly the backcloth to planning decisions.

e) Land Availability and Allocation

A vital part of the planning context is the availability of land for development and its geographic distribution. Some towns have policies which restrict growth while others make available large areas of land in a bid to encourage development. Within a town, there will still be choices, to determine the best use for a site. The prevailing philosophy will often reflect the local economic situation. Typically, these issues will have been considered in the Local Plan for a town or district. The policy will usually be to focus new development and land allocations around places which already have facilities and which will be accessible to the majority of people.

f) Social Impact

Development directly affects people's lives; how they get to work, if jobs are available, the quality of local amenities, the safety and pollution of their environment, how pupils grow up and enjoy or reject the place in which they live. Each of these are considerations in making our environment pleasant and attractive in the long term. It may affect the size of the local community, the age structure of its population. There may be political implications too.

g) Jobs and Employment

Any proposal will affect, create or lead to a loss of jobs in an area. What type of jobs, how many, are they needed, do they replace jobs elsewhere, is the employment structure for an area altered, etc. These may all be key questions about the impact of a development and are explored more fully in the example of the crisp factory.

3. Key Questions to ask

There are a number of Key Questions which will require either resolution or clarification before the planning issue can be decided. The following list gives some examples:

- **the decision making process:**
 - who is responsible for making the decision?
 - who is involved in the decision?
 - who is going to provide the information?
- **traffic:**
 - can public transport be used or improved?
 - does the traffic need to be in the area? If not, where should it go?
 - how much traffic will the development generate? Where will the cars park?
- **the built environment:**
 - what scope is there for enhancement of the area?
 - what buildings should be saved and why?
 - how will a small open space enhance the environment?
- **natural environment and pollution:**
 - is there a loss of wildlife value (biodiversity)?
 - are local residents likely to be affected by noise or smell
 - can the development create a better landscape?
- **land availability and allocation:**
 - is the development on land allocated for that use in the local plan?
 - is it the right type of development for the district?
 - does its location reduce the need to travel?

- **social impact**
does the proposal make the area more attractive for people to live in?
can it help to increase public safety and reduce fear?
how can the local community be involved in taking the decision?
- **jobs and employment**
how many jobs and are they suitable for local people?
will it improve the economic and employment quality of the area?
what will be the economic spin-offs for the area?

4. Identifying Possible Learning Strategies or Activities

A teacher will want to prescribe particular learning activities to achieve the National Curriculum. Information and other resource material will be required and it may then be necessary to seek out professional help in locating and interpreting it. The examples suggest which professions and other organisations might be involved in these instances.

The learning strategies suggested here relate directly to the issues and key questions and examples are given for two of the planning issues highlighted, that is, **employment** and the **built environment**. Reference to information sources and contact with the relevant professionals will enable teachers to compile a dossier of documents which can be made available to pupils and which can facilitate the development of enquiry skills and active learning. These can be supplemented from other sources, such as information from the local press and local pressure groups such as Friends of the Earth. Photographs either taken by the teacher or collected from local papers and information handouts are also useful.

An imaginary scenario, such as the case study (see page), could be used as a stimulus for a real life study of the local area. Alternatively, the use of study skills could inform the simulation, and older pupils could use their developing knowledge and skills imaginatively, either to "invent" a history for the area of the simulation - producing "source" material that would support this - or to imagine what impact such a development of, say, the crisp factory might have on their own area.

EMPLOYMENT

The key questions outlined above suggest a structure for the learning activities as follows:

What sort of jobs will be provided? Will it be low paid, unskilled labour, that is required?

- interview a local representative of the Chamber of Commerce to find out what range of employment is available. What general qualifications are needed? Are the target groups gender specific? Are the wages/salaries offered targeted to a particular gender?

- Look at job advertisements. What sort of qualifications are being asked for? What sort of person might apply for these jobs?
- Survey the locality for pupil care facilities. Write to local firms and ask about their social welfare provisions/programme. Talk to disabled people about local provision for the disabled. Find out about incentive schemes for employers of the disabled. Are people satisfied with the local social welfare/pupil care provisions?

How will this develop the economic base of the town? Are they the same jobs as those being lost elsewhere?

- Contact the local job centre to find out what work is generally available/sought after in the area (letter/interview). Can jobs be shared?
- Interview local people about their views - is there enough employment locally? Talk to a range of people - politicians, employers, job centre staff. Are certain groups underemployed? Why might this be?
- Examine the locations of business and industry in the area over the past 10/20 years using information from maps, photographs, newspapers and the local Economic Report. What changes have occurred? Which businesses/industries are moving into/out of the area? Check out the information on maps with a field visit. Compare the potential new jobs with those already in the area or lost from the area.
- What work has traditionally been carried out in the area? What is the oldest local factory or business/Collect information like old pay packets, union literature, newspaper reports concerned levels of employment, strikes, etc, old adverts for "situations vacant", photographs, old maps giving the location of industries, census material, etc. Who were the employers? Were they locally or nationally based? What wages and hours did the employers work?
- Using text books/national newspapers/videos etc, find out what national events might have affected the area and how, eg. the depressions of the 1870s and 1930s, the first and second world wars, the General Strike 1926.
- Interview older members of the community, both employers and employees, on work in a previous time. A tape-slide presentation could be made by the pupils.
- Photograph workplaces today both outside and in (if possible) and people at work and compare their photos with past workers. Look for roles that contradict stereotypes, eg. women bus drivers. Compare changes in men/women's work over a period of time.

Can the planning process influence this factor of the development?

- Write letters that the various participants might write to the planning department and the local council explaining their points of view and why this should prevail.
- Role play board meetings at the factory or council meetings/planning committee meetings to discuss the proposals. Role play a meeting of a protest group considering strategies of protest.

IMPACT OF THE DEVELOPMENT ON THE BUILT ENVIRONMENT

The key questions are as follows:

How does the new development fit into its local area?

- Survey the area to find out how industrialised/residential it is. Are the residential and industrialised areas integrated with one another or in distinct and separate areas? Does the local plan have a policy of separating these uses?
- What visual impact is the development likely to have, Take photographs of the existing area and the potential surroundings. How would the development fit in? Cut and splice photos and let pupils draw in their ideas. Compare artists paintings of the built environment and poems/descriptions.
- Interview local residents. How do they feel about the new development? What are their opinions about its chosen site? Are there any other developments they would prefer on that site? (eg a community centre).
- Prepare a town trail for others to follow highlighting buildings that have been in existence and/or in use for a long time, eg. since Victoria times. Collect photos and make drawings of distinctive features of and materials used in local buildings, comparing them with national trends in architectural fashion, eg. use of wrought iron in Victorian buildings.
- Collect information from newspapers, magazines, videos, etc. on the architectural debate (as outlined by Prince Charles for example) and compare it with debates of the past, eg. Ruskin or Le Corbusier.
- Look for evidence of changes in building use and adaptations to new situations, eg extensions, blocked up windows/doors. Look at old plans to find out original uses. Are these processes/uses now defunct? Can you guess how they worked/what they were for?

Developing a Sequence of Activities

Examine the locations of business and industry in the area over the past 10/20 years using information from maps, photographs, newspapers and the local Economic Report. What changes have occurred? Which businesses/industries are moving into/out of the areas? Check out the information on maps with a field visit.

Compare the potential new jobs with those already in the area or lost from the area.

Activity: take one of the suggested activities and consider how planners might contribute.

Write the activity in either the top box, or the bottom box on the sheet. Add the planners' contribution.

Then either develop a series of extension activities, or work out the activities leading up to it. Record these in the previous or following boxes to form a sequence:

Activity	How Planners might be involved
Investigate evolution of business location over the past 20 years.	Changing land-use patterns in an area.
Identify business there at the moment. Factories/Offices/Warehouse/Services. Land Use maps and mapping	Directory of businesses Accessible
Investigate WHY the businesses are there at the moment. (Looking at a series of maps).	Population growth/decline figures (Information) Unemployment/Employment statistics (Information) Location in relation to communications (Information) Planners to be invited to explain why it is like it is.
Look at the Local Development Plan to identify the place of the new developments.	Invite planner to justify the Local Development Plan and the location of new developments.

5. What resources are likely to be available and required?

The availability of information can sometimes be patchy, especially early on in the assessment of a development proposal. Once some consideration has been given to the area of study, it is worth checking with a variety of sources what might be available.

Appendix 3 sets out some of the information that might be typically available from Planning Departments, but obviously for particular development proposals other sources - such as the developer or industrialist themselves - might be more relevant or available.

6. Who are the most relevant professionals to contact?

This will depend on what is being studied. Obviously, as there is to be a planning application the district planning authority will be the first contact, but it is worth a phone call first to discuss the matter. You may find that the officers are keen to assist in order to promote public consultation.

Local Councillor - should be able to tell you how the decision-making process will take place.

Planning Officers - will have information on the size, scale and location, what the building will look like plus information on the general planning regime of the town and what other sites might be available.

Environmental Health Officers - may know of the processes to take place in the new development, plus some of the likely impacts of smell, noise, etc.

Economic Development Office - may know how the site was marketed, how they attracted such a large company and some detail on the type of jobs that come with it, plus general information on the economy of the town.

Local Nature and Conservation Groups - information on the wildlife value of the area and how they might see it fitting into the broader network of habitats in the town.

Appendix 4 gives more information on what role a number of different professions play in shaping the environment.

WORKED EXAMPLE

DEVELOPMENT OF A NEW CRISP FACTORY

In order to illustrate both the Planning issues and their direct connections to delivering the objectives of the National Curriculum, an example of a factory development has been selected. This is a fairly common planning issue, faced by almost every local authority at some time. In many cases, it may not even be very controversial. It does, however, show, that there are many layers to any issue and that this can be exploited to fulfil the requirements in the National Curriculum as well as giving pupils an insight into the forces that shape their environment. It is, of course, hoped that pupils will then feel empowered to become involved in shaping the environment.

This example has been lifted from the columns of the Blagchester Chronicle.

Blagchester is a medium-sized manufacturing town in the English Midlands. The town's economy has recovered from the recession of the mid-1980's and its economic base has been somewhat modernised. However, the current recession has begun to lead to an increase in unemployment, with firms - although not closing - shedding staff. The town is set in attractive countryside with a traditionally rural hinterland. There are Council elections due next May.

EXTRACT FROM THE BLAGCHESTER CHRONICLE

20 MARCH 1995

JOBS BOOST FOR BLAGCHESTER

Crisp Factory to be built: 300 new jobs

Blagchester's Development Chief, Joe Cash, today announced that a new factory is to be built this year, providing 300 more jobs for the town. "I am delighted to report that the Council has successfully persuaded Blimps Snax Foods to come to Blagchester to produce their famous Cheapo Crisps. This will provide about 300 jobs on a site on the western edge of the town. Work should start on the 5 hectare site within 3 months", he said.

Mr Cash revealed that there had been secret negotiations going on for over 12 months in order to attract the company to the town, adding that "this is a further boost to the success of Blagchester as an economic growth point". Most of the jobs will be for unskilled labour so "helping to reduce unemployment below the currently unacceptable levels".

However, local reaction was not so favourable. Brian Nimbey of Tweedale village reacted furiously, saying "this is a disaster for the village, there will be terrible smells of salt and vinegar and all those other flavours, more heavy goods traffic on the local roads and disturbance during the construction works". Advocating an alternative site to the north of the town, Mr Nimbey complained that the Council had not consulted residents about the proposal, despite the idea being over a year old. He also said that it would lead to the further sprawl of Blagchester into the countryside.

There are also other concerns about the impact on the environment. Sandra Millefolium of the Blagshire Naturalists Fund said that the site was a recognised wildlife area, with four different species of bird nesting locally, important hedgerows and trees and that Great Crested Newts might be resident. The Council Planners had agreed with the Fund that this area would be retained for wildlife in the Local Plan. This is just not acceptable. It is not sustainable!" said Sandra on hearing the news.

It is understood that a planning application will be made by the American company in the next few weeks.

PLANNING ISSUE: A CRISP FACTORY

IMPACTS

Decision-making process

Traffic

Built Environment

Natural
Environment/pollution

Land availability

Social impact

Jobs and employment

EXAMPLES OF KEY QUESTIONS

Who owns the site? Who will profit?
Who has decided that the site is suitable?
How can local residents influence the decision?

Heavy goods vehicles and cars. What effect on local streets? Car parking requirements?

Is the loss of farmland critical? What will be its visual impact? How will it be built? How long will it take? What screening is desirable?

Potential loss of wildlife habitats? How valuable are they? Noise, smell, fumes?

Is the proposed site the right one? What criteria were used? What else might the site be used for? Was the farmland surplus anyway?

Effect of pollution and traffic on neighbours? Effect of new employment on shops, etc?

What sort of jobs will the factory provide? Low paid? Unskilled? Where will they come from? Are they the same jobs as will be lost from elsewhere? Can this develop the economic base of the town?

Development of new
Crisp Factory

The Issue: CRISP FACTORY

Impact: DECISION MAKING PROCESS

Key Questions	Learning Activities	Resource Requirements
Who is involved in the process	Role play of each person involved MD of company/Planning Officer/local resident /environmental action group	Job descriptions Direct contact with professions
Who makes the decision in the end? How does Local Government work?	Looking at committee reports Writing objections Structure of local government - role play Team building	Local committee structure Timing of meetings Committee reports Local Plan Structure Plan
Why has the company decided to locate there?	Site visit/analysis - also possible in role play Comparison with other sites Analysis of profile of different towns or countries Presentation of skills - why this is the best Public speaking	Maps Publicity information Company press releases
How can local residents influence the decision	How resident/environmental action groups form and work Letter writing/report writing to planners and for committee analysis of information supplied	Committee reports and supporting information
Professional Involvement: Planners/Developers/Local Environment Groups/Residents Association/Careers Service		

Key Questions	Learning Activities	Resource Requirements
How much and what sort of traffic will be generated?	Letter writing to the company to ask questions	Planners Planning application Area road plans
Where will the vehicles be going?	Looking at maps/motorways to identify best routes.	
What site specific access is there in the area?	Fieldwork with map	
How will the workers get to and from the factory?	Letter writing to the company to ask questions. Investigate bus and rail timetables and where the workers will be coming from. Walking/cycling?	Planners (for future proposals)
Are there any problems which exist already eg access, road crossings etc?	Looking at newspapers and local police information to identify accidents	
Who will be affected by the pollution (Fumes, noise, vibration)?	Letter writing to company to ask questions. Map investigation	Looking at planning application Environmental Health Officers
Professional Involvement: Planners/Developers/Local Environment Groups/Residents Association/Careers Service		

Key Questions	Learning Activities	Resource Requirements
PRE-CONSTRUCTION (now) What are the features of the Natural Environment? Identify types of pollution: 'sensory - noise - visual - smell What are the habits, landforms, etc vegetation? What are the local landforms - water courses?	Surveys (vegetation etc) - flora, fauna - implications of loss of the site on vegetation etc Measuring 'noise' levels (how?) - decibel - opinions of residents Photographs Models, video, slides Before & After displays Physical Geography - Prevailing winds Land costs generally Site approval of the other suggested site to carry out above and reach own conclusion	Wildlife information from Council, Nature Conservation Trusts Environmental Health Unit or relevant group - advice and equipment Copy of plans - large scale Newscuttings & comments Copy of plans of earlier factories by the company in similar area including miscellaneous documents
CONSTRUCTION What provision is made to protect reserved wildlife area - will it be an adequate replacement?	Monitor reserved wildlife site - fencing etc Projections for the future Role play to explore local feelings	Site visits Grants for trees etc Public Relations of company to help kids plant trees Company policy - Interviews - on 'green policy'
POST CONSTRUCTION (Future) How has habitat been altered - positive & negative? What other changes could take place?	Monitoring of the wildlife habitats Highlight improvements - gains Suggest tree planting schemes Photographic evidence of any pollution etc Wider scale - skyline changes etc	
Professional Involvement: Planner/Environmental Health Officer/ Local People/Nature Trusts		

Key Questions	Learning Activities	Resource Requirements
What will be the visual impact of the building? - Screened? how high? colour? How large, dimensions? Style, materials, image? (high tech, barn style) Does building fit in with surrounding area - sympathetic? What is the surrounding area like? urbanised, green field area? What do pupils think the building should look like - given the surrounding area? What does the factory need to consist of/working environment? (lorry delivery area, car parking, offices, recreation area, canteen) Production area From potato - crisp process and effect on design? What conditions are imposed on the design by the planning authority?	Look at brochures/pictures/ photo's etc of building that have a 'good' visual impact and 'bad' visual impact (contrast and compare) Survey of industrial estate Compare industrial estate (old) with new business park Sketching, photo's of surrounding area Make maps of area Model making/site plans Prepare brochure of building - what are its selling points? Draw up brief for architect to design Internal and external design requirements Speak to parents/older people about working environment Compare 19th Century factory with 'new' factory	Brochures/photo's of 'good' and 'bad' architecture Documents from Planning Department giving guidance on 'good' design Maps/aerial photo's of the area Visit from designer/architect Variety of map/model making materials
Professional Involvement: Planner/Architect/Local Civic Society		

Key Questions	Learning Activities	Resource Requirements
Who are the jobs for? - men/women - skilled/unskilled - old/young What is the nature of the local population? What are the prevailing winds? Opportunity costs - 1) What it will take away (from local community)? 2) What it will contribute?	Division of labour - equal opportunities Pay differentials - shifts, provision for community Needs of a male/female workforce - crèche etc Surveys - parents/locals Jobs IT Use and interpret census materials Recording weather, especially winds etc Location and analysis Make weather recording equipment Historical mapping Survey work - what is there? Enquiry Identify features on aerial photo's? Existing landuse: - interview users - potential users Ownership of land Who will benefit? Employment/ unemployment - effect on individuals and locality Effect on themselves both as pupils and later adults - what would they like to see? Creative work	Survey sheets Census materials Data handling materials Local weather records Weather instruments Historical maps Current maps Aerial photographs Maps Library Tape recorders Cameras Modelling materials Census/Employment statistics Local plan
Professional Involvement: Local Library & Archivist Role of the planner in above - interviews with planners Planners - interpretation and use of local plans - talking to planners etc		

EXAMPLE OF PLANNING ISSUE: A HOT FOOD TAKE-AWAY SHOP

EXAMPLES OF

ISSUE:	IMPACTS	KEY QUESTIONS	PROFESSIONS ETC INVOLVED
	Decision-making	Who makes the decision? Who made the application?	Planners Councillors
	Traffic	What traffic is generated? Can it be accommodated?	Highway Engineer
	Built Environment and Design	What should the shop front be like? Is it in a Conservation area?	Architects Planners
	Natural Environment/Pollution	What smell, noise, litter and clean-up?	Environmental Health Planners Ecologists
	Land availability	Alternative sites? Car parking	Planner Engineer
	Social impact	What effect on neighbours? What access for disabled people?	Police Planners Specialist Officer
	Jobs and employment	How many jobs and for whom? Are there jobs for local people?	

EXAMPLE OF PLANNING ISSUE: A HISTORIC CONSERVATION AREA IN A SMALL TOWN

EXAMPLES OF

ISSUE:

IMPACTS	KEY QUESTIONS	PROFESSIONS ETC INVOLVED
Decision-making	Why is it being proposed? Who will decide?	Planners Amenity Society
Traffic	Does the traffic need to be here? How much? Could it be pedestrianised?	Highway Engineer
Built Environment	What are its qualities? Which are historic buildings?	Archaeologist Amenity Society
Natural Environment/Pollution	Which trees are to be protected? Traffic fumes?	Landscape Architect Environmental Health Officer
Land availability	Are there vacant sites? For car parking? For new development or open space?	Planner
Social impact	Would tourists conflict with local community?	Parish/Town Council Tourist Board
Jobs and employment	Will there be more jobs or fewer?	Economic Development Officer

EXAMPLE OF PLANNING ISSUE: THE CREATION OF A SMALL OPEN SPACE

EXAMPLES OF

ISSUE:	IMPACTS	KEY QUESTIONS	PROFESSIONS ETC INVOLVED
	Decision-making	Who? Why? How can the public be involved? How much will it cost?	Planners Councillors
	Traffic	How much? Can you get there? Is it safe? Is there parking?	Highway Engineer
	Built Environment	How will this enhance the built environment? How should it be designed?	Landscape Architect Planner
	Natural Environment/Pollution	What plants will be suitable? Should they be native species? Is there vegetation that should be preserved? What pollution is there now? How do we test for pollution? How will the scheme improve things?	Landscape Architect Conservation Officer Urban Wildlife Trust Environmental Health Officers
	Land availability	Can we have it? Who owns it? Is it needed for anything else?	Planners
	Social impact	Who will use it? How will it benefit the community? Who will not benefit?	Local People
	Jobs and employment	Who will do the work? Who will maintain it?	Leisure Services

APPENDIX 1: THE PLANNING PROCESS

The Need for Planning

Land-use planning exists to *guide the development and the future use of land in the public interest*, in order to:

- provide for the needs of communities for housing, industry, jobs, shopping etc.
- achieve development that is sustainable in environmental terms
- conserve quality landscapes and the built environment
- create development that is accessible to people
- ensure that neighbouring land uses are compatible
- highlight planning issues for public debate and give people the opportunity to comment

This is essentially done through the operation of a system of forward-thinking plans and statutory controls. The Government of the day sets a national and regional context through Acts of Parliament and policy guidance notes. Within this framework, local planning authorities prepare developments plans - Unitary, Structure and Local Plans - which both set out the needs and objectives for their area and become the context for controlling development.

Positive Planning

Some people may have a view that planning is all negative - planners out to stop things happening. Others may be quite pleased that planning is restrictive, particularly if they do not want their area to change. Obviously there is a great deal of local politics within planning issues. Planning and planners can be viewed as being in the lead of some of these but also balancing the needs of many different groups and individuals, who all have different expectations of what planning should be trying to achieve.

Development plans are an opportunity for local people to set out a vision for their area for the future and to say how they want it to grow or to be protected from inappropriate development. Planning is not about stopping development; it is about making sure that it is required and that it goes in the right place in the right manner. There are many positive aspects to planning, such as:

- the reclamation of derelict land
- the protection of historic buildings and Conservation Areas
- the protection of valued landscapes and wildlife habitats
- the regeneration of run-downs areas such as inner city shopping centres and housing estates
- environmental improvement schemes in areas of industrial decay.

Who does the Planning?

Land-use planning is carried out by local authorities but where County and District Councils exist in the same area, it is the one major function where responsibilities are divided. Shire District Councils are responsible for preparing local plans, day to day development control and assessing planning applications. Shire County Councils prepare Structure Plans, Minerals and Waste Disposal Plans and determine applications for mineral extraction and waste disposal proposals. Authorities that are single-tier, or unitary, produce Unitary Development Plans and deal with both types of development proposals. Elsewhere these may be the role of National Parks Authorities or Development Corporations. Increasingly there is a regional level of plan making. The structure of local government is being reviewed in many areas and the way plans are drawn up will also change. Many planning authorities also implement environmental improvement, urban regeneration and other schemes.

What are development plans?

There are generally three types of plans produced by local authorities:

Structure Plans

In the Shire Counties, the County Council will prepare a Structure Plan which will set out the strategic policies and requirements of the county in line with Regional Planning Guidance, taking into account probable levels of future growth and giving the broad distribution of new housing, industry etc. Assessments of the need for land for housing, employment, recreation and so on are forecast and the implications for transport, landscape and so on will be covered in the Structure Plan.

Local Plans

In the Shire Districts, a Local Plan is prepared by the District Council for the whole of its area. It is prepared under the umbrella of the Structure Plan but will set out in greater detail the needs and aspirations for the District and will allocate particular pieces of land for new development. Particular concern will be paid to achieving the right mix and compatibility of uses, ensuring that environmental concerns are fully met.

Unitary Development Plans

In the Metropolitan Districts and in the London Boroughs, local government functions are combined in just one authority - the strategic and local tiers of planning are brought together and so these authorities produce one Unitary Development Plan.

Public consultation is held to get comments and opinions on all of these plans. Usually this is followed by a public inquiry or - in the case of Structure Plans - an Examination in Public. Objectors to the policies and proposals of plans have the opportunity to state their case at public inquiries to an independent Inspector.

Controlling Development

The number and type of development proposals that come forward are largely determined by the market and the developer's assessment of it. There is a statutory system in place for controlling development so that it is in the public interest. This

system is complex but in considering development proposals planner will want to ask a number of questions before advising the politicians who make the decision on planning applications:

- the starting point for determining if a proposal is acceptable - is the development in accord with the policies set out in the development plan?
- what impact is the development going to have on the locality - the economic, environmental and social implications?
- will the development generate large levels of new traffic, particularly in use of the private car?
- what might be required to make the development work - improvements to roads or public transport, landscape screening, conditions on the hours of working or levels of pollution?
- what alternative - better - sites might exist or have already been allocated?

Anyone can apply for planning permission to develop a piece of land and the public have a right to make their views and comments known to the local planning authority. The planning authority do not have to refuse a permission simply because there are lots of objections but weight of local feeling can influence a decision that the politicians make on a planning application.

What happens when you make a Planning Application?

The application (which has to be accompanied by a fee and certificate of ownership), is checked and registered, so that anyone may go to the Council offices and inspect it.

The procedure involves:

- assessing the proposal against what the Development Plan has to say about the site and the land use which is being proposed;
- checking the planning history of the site, and what it has been used for in the past, with relevant dates, and what may have been permitted or refused;
- consulting the highway, drainage, and other relevant authorities, to ensure that the development can be properly serviced;
- consulting other specialists such as the Archaeologist, Environmental Health Officer;
- consulting the Parish Council, and neighbours and ensuring that certain developments are advertised in the local press;
- the site visited to check that the development is of a type, scale and design compatible with its setting; and that it does not unduly impact upon its neighbours.

The Planning Officer makes a recommendation, usually subject to certain conditions, and in many cases modifications to the application may be negotiated to make it more acceptable. In most cases the recommendation will be put to the Council's Planning Committee for determination.

The applicant has the right of appeal to the Secretary of State for the Environment if the Council has decided to refuse permission or imposes conditions on the proposed development. A Public Local Inquiry may be held to hear the appeal. Other objectors - called "third parties" - cannot insist on an inquiry.

APPENDIX 2: GLOSSARY OF PLANNING TERMS

Area of Outstanding Natural Beauty

A national landscape designation protecting high quality landscapes for the scenic and intrinsic value within which any development should accord.

Allocation

An allocation is a proposal for land for housing, industry or other uses within a Local Plan that identifies a specific area of land to be developed within the time period of the plan.

Compulsory Purchase Order

An order made on an area of land to enable an authority to purchase compulsorily the land for an approved project.

Conservation Area

An area designated under Section 69 of the Planning (Listed Buildings and Conservation Areas) Act 1990 as being of "special scientific interest".

Conservation Area Consent

Procedure requiring an application for permission to demolish or partially demolish any building or structure in a conservation area.

Consultation Draft

This wording on a plan refers to it containing initial proposals for public consultation and comment. The draft does not constitute final council policy and discussion is welcomed.

Derelict Land

Land that has been used previously for development such as industry or mining that has no present use and former structures are in a state of considerable disrepair (usually demolished). These will require substantial treatment before the land can be used again. These sites will usually be a priority for re-use by new development.

Development

This can be summarised as the carrying out of building, engineering, mining or other operations in, on, over or under the land or the making of any other material change in the use of any building or other land. Planning permission is normally required before development can take place.

Development Brief

Guidance prepared by the planning authority to direct the development of particular sites giving details of suitable land use and any constraints to development.

Development Plan

Development plans set out the local planning authority's policies and proposals for the development and use of land in their area. These are prepared under the Town and Country Planning Act 1990. They consist of either a Structure Plan prepared by a Shire County and a District wide Local Plan prepared by the District within the context of the Structure Plan or a Unitary Development Plan prepared by a Metropolitan District Authority.

Enforcement

Should development take place without planning permission, the local planning authority has the legislative power to order that the development be removed and the site returned to its original state.

Environmental Enhancement Schemes

An area project to improve the physical environment including the introduction of landscaping and with the restoration of building or traffic management measures. Usually undertaken by a District Council.

Environmental Impact Assessment (EIA)

Method to analyse/assess environmental effects of a development proposal to evaluate them and modify or mitigate against them in making decisions on development proposals.

Examination in Public

A public inquiry held to discuss particular issues arising from proposals in a structure plan. Participation is by invitation only.

General Development Order

Describes the different types of development, how planning applications are dealt with and appropriate notices and certificates. It also includes a schedule of permitted development that does not require planning permission.

Green Belt

An area of land surrounding major built up areas where restrictive development policies apply in order to check further growth, such as London and Birmingham, prevent neighbouring towns from merging, preserve the special character of a town and assist with urban regeneration. These are nationally designated areas and the term should not be used for any other green area.

Green Way/Wedge

An area of open land extending from the countryside into the built up area, sometimes afforded green belt status and protection.

Infill Development

The development of small incidental plots of land within the built up area of a settlement.

Industrial Improvement Area

An area for which powers are available to assist industry and commerce and to finance environmental improvements.

Inner Area Programme

Government resources available under the Urban Programme to alleviate severe problems in inner areas.

Key Diagram

A diagrammatic representation of the policies and proposals contained in a structure plan. It is not shown on an Ordnance Survey base.

Land Availability

A study carried out by the Local Planning Authority or with the House Builders Federation and local builders to assess housing land requirements. This identifies the main sites for housing or employment and determines whether development is realistic in terms of physical planning, ownership and marketing factors.

Listed Building

Buildings of special architectural or historic interest included in a list compiled by the Secretary of State for the Environment and where special protection measures apply.

Listed Building Consent

Permission required from the Council for the demolition or any material alterations, internal and external, to a listed building or within the curtilage or setting of a listed building.

Local Nature Reserves

Designated by a local authority with the main use as nature conservation. To provide the opportunity for study and preservation of flora and fauna or geological and physiographical features.

Local Plan

A detailed set of policies and proposals to guide the future physical development of a district is usually related to precise areas of land. Local Plans provide a detailed basis for determining planning applications, to provide a basis for co-ordinating and directing development and other use of public and private land, and to bring local planning issues before the public.

Minerals Local Plan

This is a local plan prepared by a County Council or National Park Authority for the whole of their area, for mineral working and the disposal of mineral wastes, as well as safeguarding future mineral reserves.

Permitted Development

There are a number of types of development that do not require planning permission and are known as permitted development. They are described in the General Development Order and vary according to type and location of development. These rights can be removed by an Article 4 Direction removing all permitted development rights.

Planning Application

An application made to undertake development in one of three ways: Outline - for permission for the basic concept of such development which must be followed by either a Reserved Matters or Detail application for details of development including materials.

Planning Obligations or Benefits

In connection with the granting of planning permission the District Council may ask or require a developer to either carry out works not included in the development proposal, or to make some payment or confer some extraneous right or benefit in return for permitting the development to take place. Sometimes known as "planning gain", these benefits must usually have direct relevance to the proposal eg the building of a new road to take additional traffic created by the development.

Planning Permission

Permission given by a planning authority to carry out development as requested by a planning application. These are usually undertaken with certain conditions attached, eg safe highway access, landscaping or building materials.

Planning Policy Guidance Notes (PPG's)

These are prepared by Government to explain the statutory basis of planning legislation and to guide those providing planning policy.

Proposals Map

A map defining the area of a Local Plan and identifying the proposals contained in the Plan's written statement.

Public Local Inquiry

These are conducted by an independent planning inspector to consider either an appeal by an applicant against non-determination or refusal of an application for planning permission or objections made against a Local Plan following public participation.

Regional Guidance

Guidance by the Secretary of State for the Environment setting the required context for development plans within the Regions, covering such things as new housing distribution and industrial developments between the counties and districts and principles to be followed in defining green belt boundaries.

Scheduled Ancient Monument

A building or structure above or below ground whose preservation is of national importance and which has been scheduled by the Secretary of State for the Environment because of its historic, architectural, traditional, artistic or archaeological interest.

Section 106 Agreement

A legal agreement between a local authority and a landowner or developer, restricting or regulating the development or use of land either permanently or temporarily. Part of the provision of the Town and Country Planning Act 1990.

Site of Special Scientific Interest (SSSI)

A national designation made by the English Nature where a site is of special interest for biological, geological or physiographical reasons.

Structure Plan

A statement of policies and proposals for the Shire County dealing with the general future strategy for development, traffic management and improvement of the physical environment.

Supplementary Planning Guidance

Additional advice, available from the Council on issues relating to particular topics or policy areas. Such guidance relates to, and will be used in conjunction with statutory planning documents.

Sustainability/Sustainable Development

A concept that requires land-use planning to ensure that development does not create long term environmental harm, particularly in the context of global environmental issues such as global warming and biodiversity.

Tree Preservation Order

An order made to preserve trees of high amenity value and to prevent felling or pruning without the consent of the local planning authority.

Unitary Development Plan (UDP)

This is prepared by a Metropolitan District for its own area within the setting of strategic guidance. This combines a general strategy and more specific policies and proposals.

Use Classes Order

An order which guides how owners and users of land can change the use of their land and buildings in various ways. Uses with broadly similar planning implications are grouped together into "classes" and once permission for one use has been obtained and implemented, a user can change to another compatible use within the same class without seeking another planning permission.

Vacant Land

Land within a settlement without any development on it and remaining surrounded by other land uses appropriate to the settlement.

Waste Local Plan

This is similar to a Minerals Local Plan, but sets out detailed land use policies for the treatment and disposal of waste, other than waste from mineral workings.

Windfall site

Site for housing or employment development given planning permission not previously identified as a commitment or as having previous permission for development.

APPENDIX 3: INFORMATION SOURCES TYPICALLY AVAILABLE IN PLANNING DEPARTMENTS

1. The attached table shows those information sources that are typically available to planners within Planning Departments. Not all planning departments will have these sources available.
2. The likely 'location' of the information sources is shown. 'District' refers to both Shire District and Metropolitan Districts or Boroughs.
3. Some information may be found at the County in some areas and the District in other areas.
4. Please note that although the Planners may have access to the information sources listed, they may not be able, or willing, to allow schools access to this information. There may be a number of reasons for this:
 - the information may not be a form suitable for use by school pupils;
 - there may be copyright restrictions on the information (Ordnance Survey maps, for example, are subject to certain copyright restrictions);
 - the cost of retrieving the information for schools may be prohibitive;
 - there may be confidentiality restrictions on the information.
5. Some planning Department may make a charge for information. This may represent the cost of a photocopy or it may reflect the cost of preparing and collating the information required.
6. Unfortunately, the information available may not correspond to the geographical areas (often small) in which teachers and pupils are interested. Information may only be available at the National or County level on some topics.
7. Many planning departments publish information documents for use by the public. These may be topic based (population or housing), or area based (a profile of a particular district, town or ward). These are a good source of information but there may be a charge.
8. Many planning departments make copies of published documents available in public libraries. It is worth checking the local library to see if this is the case. Alternatively, see if you can negotiate a package of documents to be given to your Teachers' Resource Centre, or have a set with other schools. After all it will save the Planning Department time in the long term.
9. Planning Departments will also usually have copies of national planning guidance and legislation produced by the Department of the Environment.

1. TOPIC: POPULATION

Source: Census of Population (**Location:** County/Metropolitan District)

Details: Population (size, geographical distribution, composition)
Household Information
Migration (stocks and flows)
Race/Ethnic origin
Education
Housing (tenure amenities, number of rooms, sharing)
Marriage
Fertility
Cars, Vans and travel to work
Employment, Occupation and Industry (Economically active population by occupation, industry, age, sex, marital status, socio-economic class and social class)

Notes: May be available in digested form, eg by Ward.

Source: Office of Population (**Location:** County/Metropolitan District)
Censuses of Surveys
(Published information)

Details: Electoral Statistics
Births, deaths, morbidity
Marriages, divorce
Population projections, estimates
Social Survey Reports

Notes: May only be available for England and Wales

Source: Electoral Register (**Location:** County/District)

Details: Count of population (over 18)

Source: Local Authority Studies (**Location:** County/District)

Details: Various studies may have been undertaken. For example:

- Populations projections
- Mid-Census Surveys giving population size, composition, change and household characteristics
- Migration survey

Source: NHSCR (National Health) (**Location:** County/Metropolitan District)
Service Central Register

Details: Migration data

2. TOPIC: HOUSING

Source: Census of Population (**Location:** County/Metropolitan District)

Details: Housing tenure, type of household space. Number of rooms, overcrowding, amenities

Source: Maps, aerial photographs (**Location:** County/District)

Details: Settlement patterns

Source: Local Authority surveys of (**Location:** County/District) studies

Details: Various studies may have been undertaken. For example:

- Housing land availability studies
- Forecasts of housing requirements
- Housing needs
- Occupiers of new housing

Source: Consultants Reports (**Location:** County/District)

Details: Various studies may have been undertaken by consultant independently or on behalf of the local authority

Notes: May be held in public libraries as well

3. TOPIC: ECONOMIC/EMPLOYMENT

Source: Census of Population (**Location:** County/Metropolitan District)

Details: Persons analysed by: economic/social position, occupation, employment status, place of work, journey to work

Source: Census of Employment(**Location:** County/Metropolitan District)

Details: Numbers employed (male and female, part and full time)
Employment by industry

Source: Department of Employment (**Location:** County/Metropolitan District)
published information

Details: Estimates of numbers employed by industry
Labour Force
Unemployment by age, sex, duration
Job vacancies at job centres, redundancies
Earnings/wages

Source: Census of Distribution (**Location:** County/Metropolitan District)
(only up to 1971)

Details: Shops by type, floor space

Source: Census of Production (**Location:** County/Metropolitan District)

Details: Businesses engaged in production, energy and construction, (employment, wages, output)

Source: Census of Agriculture (**Location:** County/Metropolitan District)

Details: Information on aspects of agriculture

Source: Department of Employment (**Location:** County/Metropolitan District)

Details: Historical data on floor space of industry, shops, offices

Source: Department of Trade and Industry

Details: Misc surveys. For example, business confidence

Source: Local Authority studies or (**Location:** County/District) surveys

Details: Various studies may have been undertaken. For example:

- Surveys of industrial estates
- Employment land availability
- Forecasts of jobs required
- Labour supply/demand
- Business directories
- Analysis of the local economy

Source: Consultant's reports/studies (**Location:** County/District)

Details: Various studies may have been undertaken. For example:

- Analysis of local economy
- Labour supply

Source: Maps (**Location:** County/District)

Notes: Copyright

4. TOPIC: SHOPPING

Source: Census of Distribution (**Location:** County/Metropolitan District) (only up to 1971)

Details: Shops by type, turnover, floor space

Source: Department of Environment (**Location:** County/Metropolitan District)

Details: Patterns of retailing. For example: 'Goad' maps

Source: Local authority studies/ (**Location:** Districts/County)
surveys
Consultant's studies/
surveys

Details: Various studies may have been undertaken. For example:

- Shopping needs
- Shopping provision
- Demand for and impact of out of town stores
- Retail development
- Studies of shopping centres
(size, composition, trends)

5. TOPIC: TRANSPORT

Source: Highway Authorities (**Location:** County/Metropolitan District)

Details: Highways/roads
Maps, geographical information systems

Source: Local authority studies or (**Location:** County/Metropolitan District)
surveys

Details: Traffic counts, Surveys of traffic flow and movement
Growth in traffic, forecasts of traffic

- Traffic/volume/flows/movement

Notes: Data may only have been collected for selective areas

Source: Census of population (**Location:** County/Metropolitan District)

Details: Journey to work movements

Source: Department of Transport (**Location:** County/Metropolitan District)

Details: National and some local data on traffic

Source: Census of Population (**Location:** County/Metropolitan District)

Details: Car ownership, journey to work by mode of transport

- Cars/Cars parking

Source: Local authority studies or (**Location:** Districts)
surveys

Details: Cars/Car parking. For example:

- Off street car parking trends
- Car park usage

- Source:** Local authority studies or (Location: County/Metropolitan surveys District)
- Details:** Public Transport. For example:
 - Bus passenger numbers
 - Route information
- Notes:** May only be selective information
- Source:** Local Authority studies or (Location: County/Metropolitan surveys District)
- Details:** Road Accidents
 Local road accident data supplied by the police and analysed by the Local Authority
- Source:** Local Authority (Location: County/Metropolitan District)
- Details:** Road Safety
 Likely to be a range of educational literature available
- Source:** Local Authority studies or (Location: District/County) surveys
- Details:** Canals; Cycleways; Rivers
 - Survey of development opportunities
 - Promotional literature on canals
 - Guides to canals, rivers, etc.
 - Cycleway feasibility studies

6. TOPIC: RECREATION/TOURISM

- Source:** Local Authority studies or (Location: District/County) surveys
- Details:**
 - Study of open space (use, amount and distribution)
 - Survey of indoor and outdoor recreation facilities
 - Survey of local clubs and societies
 - Demand for and supply of recreation facilities
 - Tourism promotional literature
 - Studies of tourism development
 - Visitor accommodation studies
 - Maps
- Notes:** Tourist Boards will hold much statistical information for their region

7. TOPIC: COUNTRYSIDE/ENVIRONMENTAL

Source: Local Authority studies of (Location: County/Metropolitan District) surveys

Details: Country Parks. For example:

- Visitor numbers
- Visitor preferences
- Background information
- Country Park guides
- Nature/wildlife

Source: Local Authority (Location: County/Metropolitan District)

Details: Public Rights of Way/Walks
Maps and guides

Source: Local Authority studies or (Location: County/Metropolitan District) surveys

Details: Nature/Wildlife Conservation. For example:

- Promotional leaflets on nature reserves/SSSI

Location:

- Register of ecological sites
- Nature conservation field studies
- Nature trail leaflets

Source: Local Authority (Location: County/District)

Details: Archaeological Sites/Monuments
Records or registers of sites and monuments

Source: Local Authority studies

Details: Landscapes

Source: County/Metropolitan District (Location: County/Metropolitan District)

Details: Areas of Outstanding Natural Beauty
HMSO various publications

8. TOPIC: CONSERVATION

Source: Local Authority studies (Location: District) surveys

Details: Conservation Areas Townscape Grants
Listed Buildings Enhancement Areas

APPENDIX 4: WHAT SOME OF THE PROFESSIONS DO

TOWN AND COUNTRY PLANNERS

The main task of the planners is to make the best use of land in a town or the countryside, and to improve and conserve the environment. New plans will provide for the future development of the area and so planning decisions make a considerable impact on the lives of the people in a community.

Much of a planner's time is therefore spent with the general public drawing up ideas for an area or working on planning applications. Planners will also work closely with architects, engineers, developers and surveyors.

Planners are concerned with the impact development might have on the environment and neighbours to the property. All this requires a thorough understanding of the education, housing and recreation needs of that community. Poorly designed buildings look ugly in an area of attractive countryside or an historic town, or a wrongly sited factory can make life unbearable for people living nearby. The long effect of planning decisions on energy use and global environmental issues also requires careful thought.

Some planners develop particular areas of expertise, eg "green" issues, landscaping and urban design, programmes for revitalising inner cities, as well as attracting industrial investment which altogether help to create an improved city centre.

ARCHITECTS

.....design buildings and oversee the design and construction of buildings being put up by contractors. These buildings might be leisure centres, libraries, schools, houses, factories, health clinics as well as homes for children or the elderly. Sometimes the conversion of old, redundant buildings will be required.

There are specific requirements for every building in terms of what it is going to be used for, eg provision for the disabled, and fire escapes. Architects need technical knowledge about different building materials, and things like plumbing and drainage, as well as landscaping, soil mechanics and building law. They make sure a building is built properly - the quickest and cheapest way is not always the safest or longest lasting.

LANDSCAPE ARCHITECTS

..... are most concerned with landscape quality, the design of outdoor spaces and making sure the designs are carried out. They will work on settings for all sorts of buildings such as roads and leisure facilities and try to integrate them into their surroundings, usually aiming to enhance the scenery and ecology of the area. They also work on projects such as preserving the coastline, restoring derelict land or disused pits and quarries, as well as urban landscaping in towns and cities.

HIGHWAY ENGINEERS

..... consider the future traffic and transportation needs of an area, design new roads, bridges, footpaths and cycleways and maintain and improve existing ones. They keep records of traffic levels. The police keep accident statistics.

BUILDING SURVEYORS

..... are experts in all aspects of building construction, maintenance and repair.

PLANNING AND DEVELOPMENT SURVEYORS

..... specialise in all aspects of urban and rural planning, working as part of a team and offering advice on economics and amenities, conservation and urban renewal schemes. Development surveyors work closely with the planners to implement their schemes within a given timescale and budget.

LAND AGENTS AND AGRICULTURAL SURVEYORS

.....traditionally work in rural surroundings. The majority are employed in private practice where their work includes the valuation, sale and management of rural property and the sale by auction of animal stock; they are also concerned with Forestry, Farm Management and Rural Planning.

HOUSING OFFICERS

..... are consulted during the preparation of the Unitary Development Plan. They have knowledge of housing needs, eg for the elderly/single persons/sheltered accommodation, and inform the Planners of those needs, in addition they need information on the areas of land designated for housing.

ENVIRONMENTAL HEALTH OFFICERS

..... are concerned with monitoring and controlling pollution and noise, smoke, fumes, dust and other emissions.

APPENDIX 5: EXPLANATION OF CURRICULUM DOCUMENTATION

THE EDUCATION REFORM ACT 1988

The Education Reform Act of 1988 sets out to establish a recognised and unified curriculum for schools that is universally applicable to all schools in England, Wales and Northern Ireland. It consists of 11 subjects, three of which it defines as core subjects: English, Maths and Science: the other eight being termed foundation subjects. Religious education is seen as an essential and compulsory part of the basic curriculum but outside the National Curriculum. The core subjects are seen as being of prime importance in that they inform all other subjects and they are given special emphasis within the National Curriculum: they were the first to be introduced

and they form the basis of the assessments at the end of each stage of education. The Foundation subjects are also statutory, in that they have to be provided for all pupils by all schools in mainstream education, with the exception of modern languages which are compulsory only at the secondary level of education.

It was always recognised within the Education Reform Act that the subjects were only a part of what education in its widest sense is about, and a number of Curriculum Guidance booklets have been published with the aim of alerting schools to these wider issues. Curriculum Guidance Book 3 is entitled "The Whole Curriculum" and here it is stated that the National Curriculum alone will not provide the necessary breadth and that it could be augmented. It is advised that cross-curricular elements, where links are made both between subjects and beyond them, offer a broader view of education and provide opportunities for pupils to develop holistically.

Cross Curricular dimensions are concerned with pupils' access and entitlement to education and consider all the aspects of equal opportunities (including pupils with special needs) and Multicultural education. Cross curricular skills are those which are universally applicable in all aspects of education:

- Communication
- Numeracy
- Study Skills
- Problem Solving
- Personal and Social Relationships
- * Information Technology

Five themes are examined in detail in five publications in the Curriculum Guidance series. These do not form a conclusive list but they are viewed as "essential parts of the whole curriculum". The themes identified are:

- Economic and Industrial Understanding (CG4)
- Health Education (CG5)
- Careers Education and Guidance (CG6)
- Environmental Education (CG7)
- Citizenship (CG8)

The cross-curricular elements are the "ingredients which tie together the broad education of the individual and augment what comes from the basic curriculum". (Curriculum Guidance 3: The Whole Curriculum, National Curriculum Council 1990). They are rooted in personal and social education, which concerns the development of the whole pupil and his/her integration into wider society as a responsible and responsive citizen. However, these elements are non-statutory and do not carry the legal reinforcement of the basic curriculum (the 11 subjects and religious education).

In 1994 a revision of the National Curriculum took place under the chairmanship of Sir Ron Dearing. This new curriculum which has slimmed the original will operate from September 1995.

GLOSSARY OF EDUCATIONAL TERMS

ATTAINMENT TARGETS

Objectives for each National Curriculum subject, setting out the knowledge, skills and understanding that pupils of different abilities and maturates are expected to develop within that subject area. 8 level descriptions are defined through appropriate statements of attainment.

BASIC CURRICULUM

This comprises the National Curriculum and religious education and is compulsory (statutory).

CORE SUBJECTS

English, mathematics and science. They are required to be taught by all schools by law, up to the age of 16.

CROSS CURRICULAR ELEMENTS

Comprises of skills, dimensions and themes which will run through the National Curriculum and may also extend into RE and provision outside the basic curriculum. It is strongly recommended that these should form part of the whole curriculum, but there is no legal obligation to offer them.

FOUNDATION SUBJECTS

Design and Technology and PE are compulsory up to the age of 16. History, Geography, Art and Music are compulsory up to the age of 14. Information Technology is compulsory to the age of 16 in England and 14 in Wales. Modern Foreign Languages are compulsory from the age of 11 up to the age of 16.

HIDDEN CURRICULUM

All things that are learnt indirectly during schooling as opposed to those matters that are acquired directly from the teaching of the official curriculum. Indirect sources include the conduct and attitudes of teachers and fellow pupils, the state of the buildings, the use made of the school grounds and the provision of resources such as books in the library.

KEY STAGES

The periods in each pupil's education to which the elements of the National Curriculum will apply. There are four key stages, normally related to the age of the majority of pupils in a teaching group. They are:

- | | |
|-------------------------|--------------------|
| Beginning of compulsory | |
| education to 7 years | - Key Stage one: |
| 7-11 years | - Key Stage Two: |
| 11-14 years | - Key Stage Three: |
| 14 - end of compulsory | |
| education | - Key Stage Four: |

LEVELS OF ATTAINMENT

In deciding on a pupil's level of attainment at the end of a Key Stage, teachers should judge which description best suits the pupil's performance. By the end of Key Stage 1 pupils should be in the range of levels 1 to 3. By the end of Key Stage 2, it should be within the range 2 to 5 and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils. The scale does not apply to Key Stage 4.

LEVEL DESCRIPTIONS

The 8 level descriptions defined within each attainment target describe the types and range of performance that pupils working at a particular level should characteristically demonstrate.

NATIONAL CURRICULUM (NC)

The core and other foundation subjects and their associated attainment targets, programmes of study and assessment arrangements. There is a legal obligation for all schools to teach all subjects of the National Curriculum.

PROGRAMMES OF STUDY

The matters, skills and processes which must be taught to pupils during each key stage in order for them to meet the objectives set out in attainment targets.

PSE

Personal and Social Education. Those elements of education which concern an individual's ability to relate to others and adapt to the society in which he/she finds him/herself. PSE is involved in all subjects to a degree, and it may be taught directly, through lessons about society or social implications (eg. of science), and through direct teaching about relationships (eg. pupil care, tutorial groups) or indirectly through the ethos of the school, its rules, ways of dealing with parents, discipline, etc.

SCAA

(Schools Curriculum and Assessment Authority)

This body provides the compulsory programmes of study for all NC subjects. It also provides non-statutory guidance for teaching the core and foundation subjects and for non-statutory areas such as cross-curricular themes and other aspects of education. It is also responsible for all aspects of schools examination and assessment. It replaced NCC (National Curriculum Council) and SEAC (Schools Examination and Assessment Council).

WHOLE CURRICULUM

The curriculum of a school, incorporating the basic curriculum (ie. core and foundation subjects, with religious education) and all other provision.

NATIONAL CURRICULUM

SUMMARY OF CROSS-CURRICULAR THEMES

ECONOMIC AND INDUSTRIAL UNDERSTANDING

(Curriculum Guidance 4)

Environmental consequences
National economic policy
Knowledge of wealth creation
Knowledge of business, commerce
Industrial experience
Enterprise projects
Consumer rights

CAREERS EDUCATION AND GUIDANCE

(Curriculum Guidance 6)

Careers advice
Careers information
Individual guidance
Work experience
Contribution to personal action plan

HEALTH EDUCATION

(Curriculum Guidance 5)

Health and environment
Drug misuse
Sex education
Family life education
Personal safety
Exercise promotion
Diet and nutrition
Personal hygiene
Mental health

EDUCATION FOR CITIZENSHIP

(Curriculum Guidance 8)

Conflicts in Society
Citizens rights/responsibilities
Community
Elements of democracy
Law and the citizen
Work: rights and responsibilities
Public services
Leisure activities

ENVIRONMENTAL EDUCATION

(Curriculum Guidance 7)

Knowledge of environments
Effects on environments
Vulnerability of environments
Environmental protection
Consequences of development

ACKNOWLEDGEMENTS

This publication has been prepared by teachers and planners from the West Midlands and grateful thanks go to:

Paul Archer, Derek Cowie, Mike Grace, Janet Harding, Chris Hardman, Jenny Hazlewood, John Hopkin, Angela Moor, Shirley Trafford, Kevin Woodcock, Jackie Woodford, John Wright, Peter Wright

Thanks also for contributions by:

Sally Davies, David Dickenson, Keith Leighton, Michael McGrath, Terry Martin,

Edited by:

Mike Cresswell, Ewan Milton, Philip Neal

Illustrations by:

Ewan McLeish

The publication of this document has been made possible through the sponsorship of **J Sainsbury plc**

This booklet is printed on chlorine free environmentally friendly paper, from renewable resources.

© RTPI/NAEE

ISBN 0-907808-52-2

Printed by Linneys ESL, Mansfield, Nottinghamshire.

